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## Guidance Program of Phillis Wheatley High School San Antonio, Texas

George Greeley Rainey Jr.

*Prairie View State Normal and Industrial College*

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GUIDANCE PROGRAM OF PHILLIS WHEATLEY HIGH SCHOOL

SAN ANTONIO, TEXAS

By

George Greeley Rainey, Jr.

A Thesis in Education Submitted in Partial Fulfillment of  
the Requirements for the Degree of

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

May, 1939

## ACKNOWLEDGMENTS

It is impossible to give adequate credit for all the assistance and the help that I have received in the preparation of this thesis. For many of the suggestions and criticisms that I have received from my advisor, I am indebted to him. I am also indebted to the many friends and relatives who have given me encouragement and help in the preparation of this thesis. I am also indebted to the many friends and relatives who have given me encouragement and help in the preparation of this thesis.

### **Dedicated**

**to**

### **Mother and Father**

Of the many valuable sources I would like to acknowledge with sincere gratitude the assistance given me by my advisor, Mr. A. H. Foster, Department of Education, Prairie View College. Not only has he given me invaluable assistance with this work but throughout my educational life at Prairie View his words of encouragement and advice have been a guiding light and helped me to overcome all my difficulties. I am also indebted to the many friends and relatives who have given me encouragement and help in the preparation of this thesis.

I am also greatly indebted to Professor A. H. Foster of Prairie View College for his assistance and help in the preparation of this thesis. I am also indebted to the many friends and relatives who have given me encouragement and help in the preparation of this thesis. I am also indebted to the many friends and relatives who have given me encouragement and help in the preparation of this thesis.



### ACKNOWLEDGMENTS

It is impossible to give specific credit for all the assistance received in the preparation of this thesis. For many of the sources are so varied and intangible that it would seem superfluous to detail them, however, with access to these numerous and minute sources this thesis would have been a failure. Consequently I acknowledge with the deepest appreciation all sources, however small, that have contributed to this work on Vocational Guidance in Phillis Wheatley High School. The above acknowledgment is inclusive of many students and teachers of that high school who have by word or suggestion aided me in my research.

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I am also greatly indebted to Professor S. J. Sutton of Phillis Wheatley High School, San Antonio, Texas, for his untiring efforts to assist me in comprehending the working plan of his Vocational Guidance program. Along with him are the names of Messrs Thomas Holley and C. L. Brewer of the same school who



have aided me in outlining the program of Vocational Guidance.  
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 showed.

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## INTRODUCTION

This Thesis aims primarily to show how teachers may help pupils in Junior and Senior High Schools and continuation schools to plan educational courses intelligently and to choose vocations according to their particular aptitudes and the vocational requirements of the communities in which they live. I am going to discuss the need of such assistance and show conclusively that unless pupils are advised by those who are competent to give advice they will pursue "hit and miss" educational programs and will try first one vocation and then another on the principle of trial and error. This method of preparing for and entering upon one's life work results so frequently in misfits that no one who is at all familiar with the situation can entertain any doubt a program of educational and vocational counseling for pupils so that when they leave the schools they may choose vocations adapted to their interests, aptitudes and special talents.

Not many years ago pupils never received a word of expert counsel concerning the vocations for which they might best prepare. Until recently it was quite generally believed by educational administrators and teachers that it was not an obligation of a school to advise its pupils regarding proper preparation for one or another vocation in accordance with their special endowments or the vocational requirements of the community.



Fifteen years ago it was almost universally thought that the school should educate pupils and then they should rely upon their own ingenuity or upon providence to direct them into callings in which they could be of service to their fellow men in a pursuit of which they would find enjoyment. Fortunately those days have gone forever in most communities in this country and henceforth, educational and vocational counseling will be regarded just as important and necessary a part of the function of a school as the teacher of arithmetic, algebra, history, practical arts, or performing any other functions of the school.

The primary meaning of the two words in the phrase vocational guidance suggests that we are concerned with helping persons to choose, prepare for, enter into, and progress in occupations. The activities in the following, then, would be considered as comprising vocational guidance: Giving information about commerce and industry in order to help in the choice of occupation; giving opportunity to discover talents with the vocational choice in mind; advising pupils to enter this or that school for the purpose of discovering their talents, or preparing for an occupation; advising in regard to promotion, change of job, after education or advance study, supervising

123

Adopted by the National Vocational Guidance Association  
in 1932.

2

John, Arthur J., Principles of Guidance, 2d ed.



### VOCATIONAL GUIDANCE

Definitions. To enable the student to find what general and specific abilities, skills, etc., are required for the group of occupations under consideration, and what the qualifications are as to age, preparation, sex, etc., for entering them, and, to give opportunity for experiences in school (try-out course) and out of school (after school and vacation jobs) that will give certain facts about conditions of his own abilities, and help in the development of wider interests.

The common meaning of the two words in the phrase vocational guidance suggests that we are concerned with helping persons to choose, prepare for, enter into and make progress in occupations. Such activities as the following, then, would be considered as exemplifying vocational guidance: Giving information about commerce and industry in order to help in the choice of occupation; giving opportunity to discover talents with the vocational choice in mind; advising pupils to enter this or that school for the purpose of discovering their talents, or preparing for an occupation; advising in regard to promotion, change of job, after education or advance study, supervising

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1 & 2

Adopted by the National Vocational Guidance Association in 1929.

2

Jones, Arthur J. Principles of Guidance. P. 49.



the entrance into or progress in particular positions or chosen  
 3  
 occupations.

Purposes. The main purpose of vocational guidance is to fit one into a vocation that he is best suited or the vocation that he can meet the requirements for; to assist the individual to make wise choices, adjustments and interpretations in connection with critical situations in his life. This is done through (1) Information, (2) Habits and (3) Wise counsel.

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2 Jones, Arthur J. Principles of Guidance.

3 Brown, John M. The Vocational Guidance Movement. P. 78.



## CHAPTER II

PURPOSE OF PHYLLIS WHEATLEY HIGH SCHOOL

The chief purpose of Phyllis Wheatley High School is to provide a learning situation and a cultural atmosphere which will enable its students to develop into those types of persons who show evidence of poise, scholarship, breadth of interest and the ability to apply themselves effectively to task assigned, as well as to initiate tasks and to serve in the capacity of leaders. To this end the school has provided a situation in which students receive assistance from the staff members in the classroom, in extra-curricular activities and on the campus generally, as this assistance is needed in meeting the problems of life. While such assistance is used to solve the more immediate problems, the work is so arranged as to furnish a solution for those recurring social and personal problems which confront every individual.

ooOoo



## PHILOSOPHY OF PHYLLIS WHEATLEY HIGH SCHOOL

Society maintains this school to train its young members, How to live (health), How to make a living (work), and how to live agreeably with others (how to get along.)

--S. J. Sutton

### Principles of Phyllis Wheatley High School

"The School is the King's Market."

Where the knowledge is free  
Where we strive to give  
Rather than to take away  
Where the head is held high  
And the heart is without fear  
Where endless striving stretches  
Its arms towards perfection  
Where the young are prepared  
For that heaven of freedom  
That knowledge and virtue  
Alone can give.

--Hellems



### CHAPTER III

#### A BRIEF HISTORY OF THE SCHOOL

Douglass High School was probably the first building for public education of Colored children in Texas. In the early Seventies the Freedman's Aid Society secured the land in the bend of the San Antonio River at North St. Mary's and Convent Streets, and built a four room brick building. This school was named Riverside because of its site. The teachers were all white as no Colored teachers were available in the state at that time. Later when Colored teachers were available they replaced the whites.

Four rooms of Douglass housed the children until 1885, when four rooms were built in the Southeastern part of the city and two rooms were built on the West Side in 1886. With the building of these other schools Riverside became the central school, accommodating the high grades only. In 1889 Professor S. J. Sutton was appointed principal after the resignation of Professor M. W. Brown, who left to study medicine. In 1889 two more rooms were built to this school for higher academic and industrial use and in 1891 two more rooms were added for High School classes exclusively.

In 1915 the school was moved to a new eight room building with basement at South Hackberry and Nebraska Streets. In 1932 the present building was built to house the Senior School



only, and was occupied September 5, 1933. In architecture and equipment it is said to be one of the best in the South.

Douglass High School had the distinction of being the first Colored School in Texas to have training in the industries as a part of its curriculum. It has maintained the leadership steadily and has one of the best equipped industrial arts departments in the south for the general instruction of boys and girls as well as for the training in technical skill of the highest order of the auto-mechanics and wood-working trades.

Douglass was the first Negro High School to be ranked as "Class A" by the State Department of Education of Texas.

When the Senior School was moved to the new building in 1933 the name was changed from Douglass to Phyllis Wheatley. The school is taught by twenty-six teachers who are graduates from the best colleges and universities in America and is housed in thirty rooms with an aggregated floor space of seven-eighths of an acre with a campus of five acres and an athletic field. The approximate cost of the building is \$175,000.00. The equipment in the school is estimated at \$12,000.00. The building is a two story modern school structure adequately lighted and ventilated. It contains twenty-two classrooms, three laboratories, a typing room, one shorthand room, office of the principal, secretary and registrar. In many respects the building is ideal



being well fitted throughout with approved standard equipment. Connected with this building in the basement is a central heating plant.

The Home Economics Department and Cafeteria are on the first floor. The halls are equipped with Frigidaire, drinking fountains and the building throughout is provided with every modern convenience.

The Library. The Library is located on the Second Floor. It has a seating capacity of one hundred and fifty students, new equipment and furniture of the latest style has been installed throughout. Twelve thousand volumes of books, bound periodicals and newspapers are at the service of students .

The Auditorium. In the left section of the main building there is located the auditorium and two anterooms near the stage. Beautiful curtains and scenery adapted to use for all sorts of public high school entertainments. This auditorium will seat seven hundred students and is fitted with opera chairs. It is beautifully finished with the United States and High School flags.



## CHAPTER IV

### CURRICULA

When a student finishes Junior High School and enters Senior High School he is given eight points which count towards his thirty-five points (graduation requirement). In these twenty-eight points that he makes, History and English must be his Majors and whatever Minor or Minor he wishes.

Such subjects taught as: Mathematics, Geometry, Trigonometry, History, Chemistry, Biology, Physics, Library Science, Typing, Shorthand, Beauty Culture, Home Economics, Auto Mechanics, Drawing, Carpentry, Music, Physical Education and Vocational Guidance.

Electives. Electives are those subjects which a student can take besides the requirements. The requirements are that every student have a Major and a Minor. The electives are selected subjects that interest the student most.

Eleventh Grade			
First Semester	Sec. Points	Second Semester	Sec. Points
ooOoo			
English 7	1	English 8	1
Math 3	1	Math 4	1
Physical Ed. 3	1	Physical Ed. 4	1
Spanish 1	1	Spanish 2	1
Geometry 2	1		

Majors: English, History  
 Minors: Biology, Chemistry



OUTLINE OF COURSE OF STUDY IN PREPARATION  
FOR TEACHERS TRAINING COURSE

Ninth Grade

First Semester	Sem. Points	Second Semester	Sem. Points
Biology 1	1	Biology 2	2
Mathematics 1	1	Mathematics 2	1
English 1	1	English 2	1
History 1	1	History 2	1

Tenth Grade

First Semester	Sem. Points	Second Semester	Sem Points
English 3	1	English 4	1
History 3	1	History 4	1
Chemistry 1	1	Chemistry 2	1
Music 1	1	Music 2	1
Physical Ed. 1	$\frac{1}{2}$	Physical Ed. 2	$\frac{1}{2}$
Mathematics 3	1	Geometry 1	1

Eleventh Grade

First Semester	Sem. Points	Second Semester	Sem. Points
English 7	1	English 8	1
Music 3	1	Music 4	1
Physical Ed. 3	$\frac{1}{2}$	Physical Ed. 4	$\frac{1}{2}$
Spanish 1	1	Spanish 2	1
Geometry 2	1		

Majors: English, History  
Minors: Biology, Chemistry



Ninth Grade

First Semester	Sem. Points	Second Semester	Sem. Points
English 1	1	English 2	1
History 1	1	History 2	1
Mathematics 1	1	Mathematics 2	1
Auto Mechanics 1	1	Auto Mechanics 2	1

Tenth Grade

First Semester	Sem. Points	Second Semester	Sem. Points
English 3	1	Chemistry 2	1
History 3	1	English 4	1
Mathematics 3	1	History 4	1
Auto Mechanics 3	1	Geometry 1	1
Chemistry 1	1	Auto Mechanics 4	1

Eleventh Grade

First Semester	Sem. Points	Second Semester	Sem. Points
English 7	1	English 8	1
Spanish 1	1	Spanish 2	1
Carpentry 1	1	Carpentry 3	1
Carpentry 2	1	Carpentry 4	1
Biology 1	1	Biology 2	1

Majors: English, History  
 Minors: Biology, Chemistry  
 Certificates in Carpentry and  
 Auto Mechanics



## CHAPTER V

### PRESENT PROGRAM

Guidance Committee: The present guidance committee of Phyllis Wheatley High School is composed of the faculty members that are teaching beauty culture, drawing, auto mechanics, carpentry, and home economics. The primary aim of the committee is to help students plan educational courses intelligently and to choose vocations according to their particular aptitudes, interests and abilities, and the vocational requirements of the communities in which they live.

A class in Vocational Guidance is being taught by the Head of that Department. There are sixty-two students in the class taking this course. At the beginning of the semester a questionnaire was given out asking such questions as:

1. What vocation are you planning on following?
2. What vocation are you best fitted for?
3. Can you come up to the standard requirement for the vocation you are planning on following?
4. Do you think that you are well fitted for the vocation?
5. Are you planning on going to college?

Various other questions were asked. After studying and observing a large number of representative occupations, any boy or



girl will have found a number that have a special appeal. These "interesting occupations" are usually those for which one has some ability. If further study reveals that this is true, then a final selection may be safely made from the group.

To list all the abilities required for successful participation in every occupation would be a difficult task. But there are certain abilities to which reference is frequently made, including the following:

Abilities Required in Representative Occupations

Adaptive	Leadership
Analytical	Managerial
Artisan	Mechanical
Artistic	Mental
Constructive	Musical
Creative	Physical
Diagnostic	Routine
Discriminative	Social
Imitative	Ability with material
Initiative	Ability with people

A careful self-analysis will reveal that no one person possesses all of these abilities. Some have the ability to work with persons, others with things; some have mechanical ability, others have no "gift" for any job involving construction and



repair; some work at routine tasks best, while others early in life indicate qualities of initiative and leadership.

It will be found that certain occupations call for a high degree of specific abilities. Further analysis will also reveal that there are many occupations calling for the same abilities. Consequently occupations may be grouped on the basis of similar requirements. Any person who has interest in and ability for any one of such occupations may, with the proper preparation, be reasonably certain of engaging successfully in any or all occupations in the group as long as the abilities required are identical. These statements are illustrated in the following tables:

Occupations That Have Similar Requirements

	<u>Occupations</u>
A. Ability to get along with people.	A.. Salesman
	Teacher
	Merchant
	Stenographer
	Hostess
B. Creative Ability	B. Writer
	Artist
	Architect
	Designer
	Composer



**C. Mechanical Ability****C. Engineer**

Carpenter

Machinist

Plumber

**D. Analytical Ability****D. Research Work**

Statistician

Appraiser

Broker

Detective

**E. Physical Ability****E. Athletic Coach**

Playground Supervisor

Life Guard

Model

Dancer

**F. Artistic Ability****F. Illustrator**

Interior Decorator

Layout Man

Landscape Architect

Milliner



## G. Managerial Ability

G. Farmer

Foreman

Stage Director

Editor

City Manager

A study of occupations in relation to their ability requirements will be very helpful in determining one's fitness to engage successfully in any given vocation.

The final selection of a vocation, however, is not so simple. For example, to become a composer one must have at least two specific abilities, creative ability and musical ability. The writer, the artist, the architect and the designer have creative ability but do not possess musical ability and, therefore, they should not consider devoting their lives to the composition of music.

The dancer would require physical ability in addition to artistic, creative and musical ability. The lack of any one of these might indicate the possibility of failure.

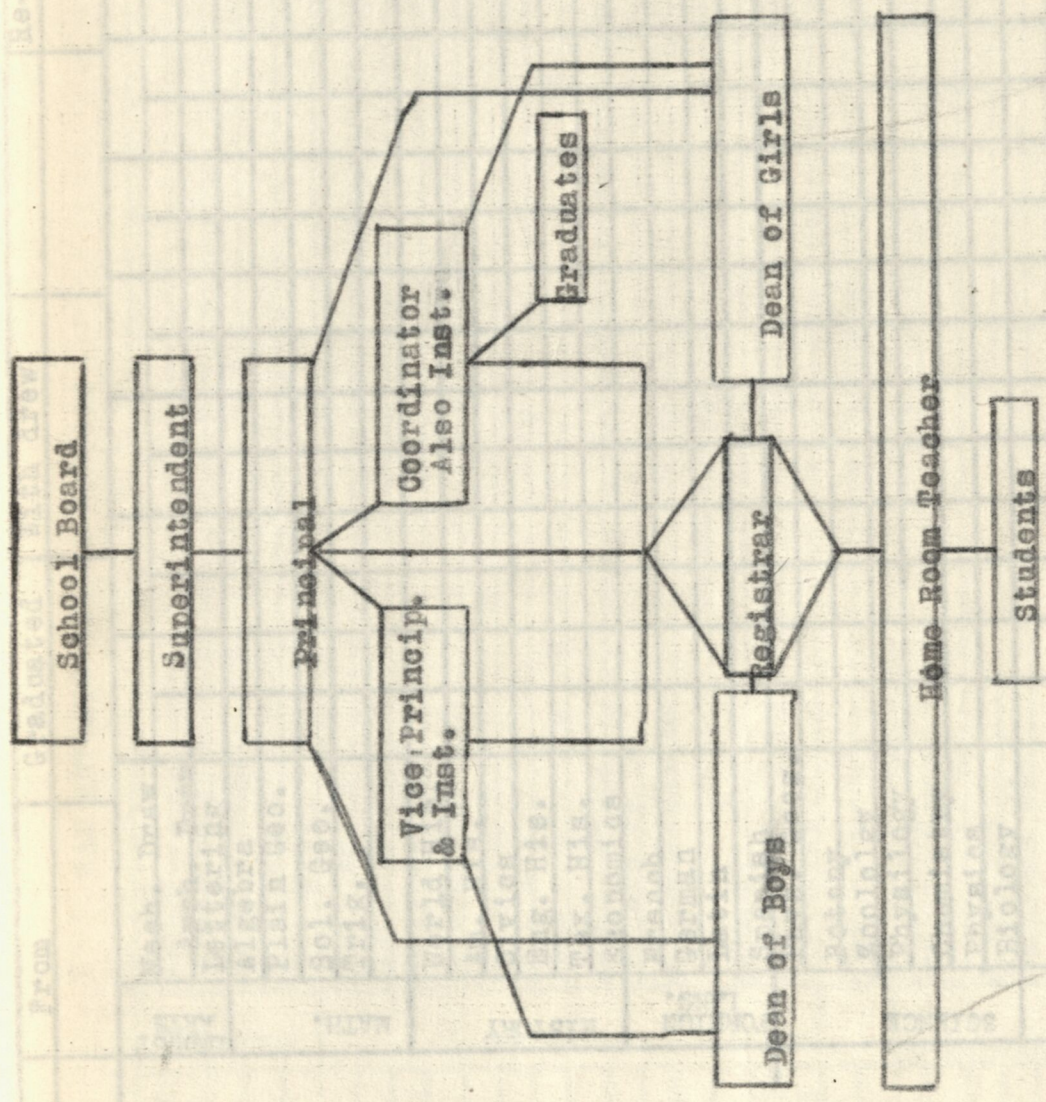
In some instances while abilities are indicated they are not essential and, therefore, may be disregarded in the selection of an occupation. The all important thing to remember, however, is that one may find a large number of suitable vocations. The final choice may be made on the basis of interest, income, working



conditions and other considerations, once the matter of the required abilities has been given adequate consideration.

Tests and Try Outs. Many tests have been given to the students to determine their fitness or ability for a group of occupations. These tests are valuable. It is easily possible to determine whether one has musical, mechanical, artistic or other specific ability.





THIS TABLE SHOWS THE ORGANIZATION OF THE PRESENT STAFF FOR THE GUIDANCE PROGRAM



# PROFILE CHART

Entered	From	Graduated	With drew	Re-entered
Reme	SAN ANTONIO STATE SCHOOL			
Remarks	Mech. Draw. Arch. Draw. Lettering Algebra Plain Geo. Sol. Geo. Trig.			
	World His.			
	Am. His.			
	Civics			
	Eng. His.			
	Tex. His.			
	Economics			
	French			
	German			
	Latin			
	Spanish			
	Phys. Geog.			
	Botany			
	Zoology			
	Physiology			
	Chemistry			
	Physics			
	Biology			
	SCIENCE			
	FOREIGN LANG.			
	HISTORY			
	MATH.			
	INDUST ARTS			



SAN ANTONIO SENIOR SCHOOLS

Entrance Cred	Foods	
English	Clothing	
Social Stud	Home M'gment	
Spanish	Millinery	
Latin	Int. Dec.	
Math.	Comm. Arith	
Health Ed.	Adv. Arith.	
Vocational	Bookkeeping	
Art	Typewriting	
Commercial	Setnography	
Gen. Sc.	Bus. Eng.	
Home Econ.	Law	
Man. Train	Comm. Geog.	
Drawing	Comtometry	
Music	Office Training	
Total	HARMONY	
Credits To Be	Glee Club	
Validated By	Orchestra	
	Band	
	Art	
	Journalism	
	Public Speak	
	Dramatics	
	Physical Ed.	
Total	Total	



# COUNSELLING RECORD

SAN ANTONIO SENIOR SCHOOLS

Father's Occupation

Address

Diploma Signature

Graduation Date

WHAT ARE YOU PLANNING TO DO WHEN YOU LEAVE SCHOOL

Vocation

College

	1st Major	2nd Major	1st Minor	2nd Minor	Other Subjects	H. S. Coll.
Jr. H. S						
19						
19						
19						
19						
19						
19						
19						
19						
Total						



The Need for Vocational Guidance and Counsel. The present demands for complete guidance and counsel are merely reflections of that ever present desire for happier occupational adjustment and greater social welfare. It is, of course, the opinion of all enlightened persons that vocational guidance in a democracy should be raised above the level of fortune telling, quackery, guesswork, or uninformed advice. But should it not be made an adequately organized service based on facts continually revised and administered in as scientific a manner as possible for the direct assistance of all children who can benefit from reliable counsel? Recent but growing demands for trustworthy guidance to aid young persons in adapting their individual aptitudes to appropriate occupations imply the need for basing methods of vocational counseling on scientifically determined evidence. Facts rather than opinions are required in order that vocational guidance service may attempt to diagnose the child's interest and capacities and guide his vocational and educational choices.

Instead of finding life simple and definite, children find it vastly complex and confusing. The many complexities in social and economic life and the corresponding expansion in educational and vocational advisement not only are desirable but necessary. As a result of the recent developments in school counseling there is now little doubt that it is incumbent upon the school or some other agency to assist young persons in their



choice of preparation for and adjustment in vocations. While many schools have taken steps toward the establishment of organized vocational guidance on a comprehensive plan, more coordination and better cooperation are usually needed among the various agencies in both the school system and the local communities for advancement, the programs of training and the requirements for entrance are decidedly unlike in various occupations, such as life insurance salesmanship and watch repairing, bookkeeping and stenography, dentistry and structural engineering, medicine and law.

The present day demands for trustworthy vocational guidance, calls for an adequately organized service to help children (1) to diagnose their interests and capacities for various kinds of work, and (2) to make their vocational and educational choices.

The confusion due both to the many complexities in social and economic life and to the corresponding expansion in educational offerings make some forms of vocational and educational advisement both desirable and necessary.

At present there are hundreds of distinctive divisions of wage earning occupations in which the kind of work, the possibilities for advancement, the programs of training, and the requirement for entrance bear little or no resemblance to one another.

The earlier possibilities for learning through home



occupations and apprenticeship systems are not only denied most young persons today but our modern tendencies toward specialization have caused many occupations to become practically unknown to those who are destined to enter them.

The Problems of Vocational and Educational Counseling. The urgent needs for educational counsel to assist pupils in making suitable choices of schools, courses of study and subjects of instruction, and also for vocational counsel to aid them in gaining knowledge about possibilities, requirements, have always challenged our best teachers. Wide awake teachers in progressive schools have attempted to give limited individual and group advisement by means of interviews and conferences. However, until recent years methods of vocational counseling in our public schools were considered incidental rather than a definite and functioning part of the whole school organization. It has been only a few years since every teacher in general and no one in particular was charged with this two fold responsibility (1) of aiding individual pupils in choosing educational and vocational advantages, and (2) of imparting reliable knowledge of occupational opportunities and employment requirements.

As might be expected, these more or less incidental practices have frequently failed to provide suitable basis for desired classification of pupils, for purposeful election of courses, for



intelligent choice of life callings and for satisfactory adjustments in employment, while it has long since been agreed that children should be sufficiently well prepared in secondary schools, if possible, so that they may exercise intelligent judgment in weighing values and in choosing their future courses of study and work, still the traditional curricular has often failed to provide the concrete experiences and pertinent knowledge which could have helped materially in making this possibility a reality.

It is only during the past few years that American secondary schools have begun to recognize that qualified school counselors should be charged with the two fold responsibility (1) of aiding individual pupils in choosing educational and vocational advantages and (2) of imparting reliable knowledge of occupational opportunities and employment requirement.

This traditional attitude which conceived guidance (vocational and educational) as an incidental function rather than as an integral part of the whole school organization usually prevented teachers from assisting their pupils in gaining adequate bases for purposeful election of courses, suitable choices of occupations and later adjustments in employment.

The increasing need for having pupils deal wisely with the problem of an efficient choice suggests that educational and vocational decisions might well be based upon a better understanding of each individual's resources and limitations and also upon some



some knowledge of the economic facts, personal relationship and relative values involved in selecting a suitable life occupation and preparing properly for it.

Whenever these studies and related experiences can be based upon reliable information and receive proper attention they should not only vitalize the respective courses of study but likewise contribute materially to an intelligent understanding of the different aspects of occupational work.

New Innovations (Non-failure System) The no failure plan was installed in Phyllis Wheatley High School in 1936. This plan was to encourage and help students to do their best work and keep interest alive. Included in this plan was the lesson for a six week period. The students are given these and allowed to work them out as soon as they choose but at least no later than the end of the six weeks. When these are studied, answered and passed in the student is given another of the next six weeks.

At the beginning of each semester each student is given a type of I.Q. test, that is, to find out just how much work the child can do and what his mental capacity is. This way the teacher knows just how much work each student will bring in and how well it will be organized. There are four groups these students will fall in: poor, average, above average and excellent.

The teachers advisory council is able to get an average for all students. The lesson is worked out from this angle.



## PHYSICAL EDUCATION

Needs for Physical Education. The course in physical education requires exercise on the play field and exercise limbers up the body and keeps the mind free from bad thoughts. It also builds up the body.

Value of Physical Education. It keeps the mind occupied, the body supple, the thoughts clean and makes a better and cleaner sportsman. All persons need some form of play to keep them physically fit and from getting old.

### THE INTRA MURAL PROGRAM

In this program each student is competing against others in trying to see which one is the better. Such sports as track, low and high hurdles, the shot put, broad jump and various others. When a student is picked for the best in each of the sports they have a day set aside that is known as Intra-Mural Day. In this contest field activities are carried on and spelling, recitations, declamations and various other activities are participated in. To each winner a medal is given. The track team goes to Prairie View to the Interscholastic League where they participate in track events. Winners of first, second and third place receive gold, silver and bronze medals.



STAFF ORGANIZATIONBoard of EducationSUPERINTENDENT OF SCHOOLSSupervisor of Health and Physical EducationHead of  
DepartmentsDoctorPrincipalDean of Girls  
Dean of BoysNurse SecretaryAssistant PrincipalPresident of P.T.A.Director of Intra-Mural AthleticsPresident of  
Student CouncilBoy's Instructor of Health and Physical EducationGirl's Instructor of Health and Physical  
EducationChairman of G.S.A.

The staff shall meet once a month.



## ACTIVITIES OFFERED

### FALL

1. Group and Lead Up Games
2. Archery
3. Social Games
4. Soccer Ball
5. Stunts and Tumbling
6. Rhythms
  - a. Clog and Character Dancing
  - b. Folk Dancing

### WINTER

1. Group and Lead Up Games
2. Basket Ball
3. Hand and Newcomb Ball
4. Volley Ball
5. Table Tennis
6. Paddle Tennis
7. Social Games
8. Stunts and Tumbling
9. Rhythms

### SPRING

1. Group Games-Lead Up Games
2. Archery
3. Soft Ball
4. Tennis
5. Social Games
6. Track and Field
7. Rhythms



### VOCATIONAL COURSES

Home Economics. The objective of the high school course in Home Economics is to inspire and stimulate interest in continued study, to train in accuracy, to help the student find her place in the social and economic world, and to increase the student's stock of information.

This course tends to meet the needs of the following groups of persons: Those who plan to teach; those who wish to enter college; graduate courses leading to technical and professional work, and those who wish to use such training in solving home problems.

A certificate is conferred upon candidates who have presented four points in the Department of Home Economics.

The Home Economic students are taught to cook, prepare foods, and serve parties. They receive their experience in class and on outside parties.

Beauty Culture. The objective of this course is to fit the student for work in larger beauty parlors and also to prepare her to take complete charge of a shop in a small town or city.

This course tends to meet the need of the following groups: Those who plan to take complete charge of a shop; those who wish to take college courses; graduate courses leading to technical and professional work.



A certificate is conferred upon candidates who have presented four points in the Department of Beauty Culture.

Carpentry. The objective of this course is to fit the student for work with advanced carpenters and to prepare him for further study in college.

This course tends to meet the need of the following groups: Those who plan to enter college for further study; those who plan to secure a job under professional carpenters.

A certificate is conferred upon candidates who have presented four points in the Department of Carpentry.

The carpentry students are taught to build houses. The instructor secures the job and supervises the students in building the house.

Drawing. The objective of this course is to prepare one for further study in college.

This course tends to prepare one for further study. A certificate is conferred upon one who has presented four points in the Department of Drawing.

In the Drawing Department the students are taught to design houses, garages, stores and many other types of buildings. The students plan and blue-print houses for individuals. They are taught various kinds of drawing such as free hand drawing, mechanical and architectual drawing.



Auto Mechanics: The objective of this course is to prepare one for further study in college, fit him to open a small shop in the city.

This course tends to meet the need of the following: Those who plan on opening up a small shop, or those who plan to do further study.

A certificate is conferred upon those who have presented four points in the Department of Auto Mechanics.

The students taking Auto Mechanics are taught to do various kinds of work on cars, such as: over hauling, re-lining brakes, body work and common repairs.

#### The Organization

The student council is run entirely by students. The President is chosen from the student assembly at the first of each year, along with the co-president. They are as follows: President, Vice President, Secretary, Treasurer, and a number of members. The members are chosen to serve, giving in as the student body and the faculty. The members are chosen to serve, giving in as the student body and the faculty. The members are chosen to serve, giving in as the student body and the faculty.



## STUDENTS COUNCIL

### Objective:

The primary objective of the student council is to ask for those things that will help the betterment of the student body as a whole and to keep students from doing things they should not do.

### Need for a Student Council:

The student council was organized to promote better leadership and to allow students a chance to speak for themselves. The school is run on a democratic basis and this is a means to that end. For information regarding indifferences or misunderstandings the students go to the council and obtain advice. In this way the students and teachers have a mutual feeling and understanding for each other.

### The Organization:

The student council is run entirely by students. The President is chosen from the student assembly at the first of each year, along with the co-workers. They are as follows: Reporter, and Chaplain, as well as a Secretary. From each home room a member is chosen to serve, sitting in on the meeting and discussing the problems that may arise. These meetings are held twice a month in the Auditorium of the school.



PHYLLIS WHEATLEY SENIOR SUCCESS SCHOOL  
SAN ANTONIO, TEXAS

Description of the Success School. The present enrollment of the Phyllis Wheatley Senior High School is 670. The curriculum consists of the usual academic subjects and courses in beauty culture, band, chorus, vocal music, drawing--architectural and freehand, industrial arts, home making, maid service--personal and house, home economics, laundering, catering, commercial work, vocational Smith-Hughes carpentry, and vocational auto-mechanics, auto driving, auto-care and rules for safe driving.

The Success School directs its learning toward orientation, integration, and reconstruction and is accompanied by opportunity for the development of individual talents, interests and needs. In other words, every child can find in such a program helpful opportunities to develop into a socially desirable individual. This should be the object of all educational institutions maintained by society.

The objectives of a Success School are: character training through individual development of each child; proper social attitudes and loyalty of self, home, school, community, state and country; habit formation with these loyalties as basis; appreciation of and desire and love for the good, the true, the beautiful in material and immaterial forms; to cultivate the ability to pass sound judgment and to make wise decisions and to develop



manipulative skills. Upon graduation from junior high school prospective pupils are extended a welcome by a student council representative of the Success School. On the following day the students are conducted through the school to inspect the buildings and to observe the activities.

Guidance, a varied program of activities, freedom of choice of curriculum, curriculum based on pupil ability and aptitude, pupil participation in school management, and freedom of action within the school as a social institution characterize the Success School.

The first step in the guidance program in the Success School is to discover what each pupil is able to do. One week before regular opening of the school the faculty meets to study the records of the incoming class. These records contain the pupils' intelligence quotients, subject grades, health report, attendance record, special abilities, aptitudes, teachers' comments, and all available information, concerning home conditions. From the data included in these records a tentative program is made for each pupil. The second important step is to determine what a pupil desires to do. To accomplish this each student is interviewed by his home-room teacher. An effort is made to learn the subject likes or dislikes of the pupil, his life vocation choice, and his parent's intentions as to his further education. During the



interview the varied activity program including the courses, is explained to each pupil. It is made clear to him that every subject counts equally toward graduation: music as much as mathematics, sewing as much as science, laundering as much as languages; all are valuable in making him what he wishes to be--a socially desirable person in the community. In choosing his subjects he is guided by the teachers and the subject card is sent home for the parent's signature. In case the parent is not pleased with the program a conference of teacher, principal, pupil and parent is held and a satisfactory program is agreed upon. The pupil is now an integral part of the school, his school in which he is going to make himself a better individual, the institution a better school, and the community a better community.

The third factor in the Success School is the teacher. She must motivate, stimulate, encourage continually, keep up interest so that effort will follow, be persistent and unflagging, so that the child may see in the result of his effort some good which he desires for himself, and which is acceptable to society. His home-room teacher is his friend, his guide and counsellor to whom he turns for sympathy. She must be kind, loving, forgiving, yet kindly reproving when the pupil fails to do his best; lavish in praise, but blaming never; sharing his sorrows and increasing his joys. Happiness radiates from such a teacher



and is reflected by the pupils. A happy teacher with happy children is a Success School.

Every normal child excels in one or more abilities. The home-room teacher seeks to discover these abilities and to encourage development along these lines. Success brings confidence to a pupil and confidence is a powerful spur to effort. She observes that he likes to draw or letter and encourages this art by placing his work on the bulletin board. She talks to him about the possibilities in cartooning, and lettering, display placards, and sign writing. So she does with every pupil and so every teacher in the school does seeking for abilities to develop, something to praise in every pupil to the end that he may develop his abilities to the highest. This is an objective of the Success School that each individual shall feel himself a success and have "I Can" and "I will" as his life Sesames.

It is made clear to the pupil that he will fail if he does not put forth his best efforts in every task assigned him; that his work is his individual responsibility depending entirely upon himself. If he finds that he is unfitted for a subject, he may come to the teacher and talk over his difficulties. Every pupil must take four courses and have five recitations a day. A choice is allowed except in case of English which is required during his whole high school career. The unit division of subject matter is



used with a combined contract and supervised study method as a teaching procedure in academic subjects, and the project as the basis of the home economics and industrial arts courses.

Pupils are allowed the fullest freedom of action. They are asked to obey but one rule "Do right, absolutely right" as they may see the right, and as society, that maintains the schools for their benefit, has decreed the right. If at any time their actions are at variance with society's decrees, they are disciplined in accordance with society's demands. No disciplinary problems are considered from the personal viewpoint, but are dealt with as infractions against society. The best of feeling prevails and in most cases punishments, which are very rare, are accepted by the pupils with good humored regret or tears of repentance.

A Student Council has charge of the assemblies and functions largely in the extra-curricular activities of the school. The disciplinary cases are so few that the council has failed to regard them as matters requiring their attention. Every home-room has its organization, pupil officers and committees, covering social, political, health, and occupational activities. The object being to call the attention of the pupils constantly to the school philosophy of "How to live, how to make a living and how to live agreeably with others." Beside the sports which are under the physical education instructors, there are these organizations:



Student Council, Dramatic Club, History Club, Pep Squad, Health Club, Choral Club, Creative Club, and Home Room Clubs.

In the Success School there is no disposition to promote children whose achievement is unsatisfactory or to make them believe they are achieving when they are not. On the contrary, the pupil is constantly reminded that only his best efforts should satisfy him and that nothing less will be acceptable to the class and the school. Indeed it is unusual that pupils wish credit for work they have not done, and in the two-year experiment of the Success School there have been very few cases of complaint of marks given by teachers. These have become still fewer in the present practice of having pupils mark themselves. It is believed that pupils get valuable character training and wholesome personality growth if they are allowed to mark their cards in character traits. By this means they appraise their own conduct and train themselves for the problems of life. School in this manner becomes life to them and not a preparation for life.

Pupil Grades Himself. Each semester the pupil is given a mimeographed card on which he grades himself in character traits and in academic subjects.

When time comes for the grade card to be taken home, the teacher and pupil confer and compare marks. Where these marks differ the differences are discussed, and a satisfactory mark is agreed upon. This mark is sent to the parent.



The practice of sending home monthly grades in academic courses tends to place emphasis on subject matter achievement rather than on character and personality development. Pupils are being trained to think that the school has as its sole objective the memorizing and reciting of text-book material. The pupils' social attitude, initiative, loyalty, honesty, truthfulness, and other social qualities are not taken into account.

A new type of report card that includes character traits is used in the Success School. The shift in emphasis from the mastery of certain essential knowledges and skills to the quality of child living is necessary for proper character development. Emphasizing character traits calls the attention of the child to the importance of these elements of living. Principles and practices of successful living are more important than memory of specific facts.

Of the 663 pupils enrolled session 1936-1937 there were 493 of them in the Industrial and Home Making courses. One hundred twenty-four of these pupils had regular after school and Saturday and Sunday jobs in some aspect of these courses during the school year. In addition to these various other pupils worked at emergency calls for this class of service. Most of the vocational auto mechanic and carpentry boys had employment at some form of these trades; the auto mechanics as chauffeurs and in auto mechanic shops,



and the carpentry boys as carpenter helpers on construction jobs in this city and the surrounding towns.

---S. J. Sutton

Changes are taking place more rapidly today than at any period in the world's history. According to a contemporary magazine "we are being rescued from our great predicament that we are like Sisyphus and the Pharaoh." Predictions are multiplied from the world of work in the twinkling of an eye; from scientific laboratories new methods are constantly emerging. Unemployment, war, a crime rate and the conquest of ill, but none in the world is more of prosperity, the most significant social problem.

Despite all these changes, social and economic, the responsibility remains for every individual to select an occupation and prepare for it. Due to the complexity of the work and the lack of knowledge of experience from which to learn, it is not enough that work is selected.

Students do not create jobs. They are not trained workers for social conditions. Progressive school systems, through cooperation in vocational guidance, are trying to their pupils an understanding of the changing picture in career selection. Only through such instruction and counseling can intelligent plans for a career be formulated.

"Vocational Guidance," as defined by the National Vocational Guidance Association, "is the process of assisting the individual



## CHAPTER VI

### CONCLUSION

Changes are taking place more rapidly today than at any period in the world's history. According to a conservative analysis "We are farther removed from our great grandparents than they are from Moses and the Pharaoh." Occupations are eliminated from the world of work in the twinkling of an eye; from scientific laboratories new vocations are constantly changing. Unemployment, once a crime but now the concern of all, has come to be, even in times of prosperity, our most significant social problem.

Despite all these changes, social and economic, the responsibility remains for every individual to select an occupation and prepare for it. Due to the complexity of the task and the lack of background of experience from which to borrow, is it any wonder that youth is confused?

Schools can not create jobs. They can not train workers for 20,000 occupations. Progressive school systems, through instruction in vocational guidance, can bring to their pupils an understanding of the changing patterns in modern vocations. Only through such instructions and counseling can intelligent plans for a career be formulated.

"Vocational Guidance," as defined by the National Vocational Guidance Association, "is the process of assisting the individual



to choose an occupation, prepare for it, enter upon it and progress in it."

Vocational guidance does not mean or imply that the teacher is expected to select occupations for the pupils, not at all. It does mean, among other things that through classes in the study of guidance, occupations, vocational civics, or social science, pupils may acquire information that will enable each of them to make plans for a successful and satisfying career.

Phyllis Wheatley High School is considered by the State Board of Public Schools to be one of the most well organized schools in Texas. Very few schools have a guidance committee. Those that have one are not considered as efficient as the one in San Antonio, Texas.

The non-failure system is one that Principal S. J. Sutton considers as being the best phase a high school could have. Competent teachers are provided who are not only grounded in their subject matter and methods of teaching, but who are also active in the civic life of San Antonio. The courses in occupational guidance are taught by one who not only has had several years of successful experience but also has worked at a trade for a living and in addition, several years in an advisory capacity in the State. Not only is this true regarding the teacher of occupational guidance but it is also true of other teachers who have had



broad educational experience and large amount of functioning experience in trades closely allied with the subject they are teaching.

There seems to be no follow up record kept of its graduates. This seems to be the common fault of all educational systems. Most of our schools feel that the job has been completed with graduation.

The school building is of a high grade architectural design, located on a large plot of ground. The equipment is adequate.

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#### PERSONAL INTERVIEWS

1. *Mr. E. J. Sutton, Principal*

2. *Mr. Robert Miller, Head of Training Department*

3. *Mr. W. A. Lane, Assistant Principal*

4. *Mr. C. L. Brown, Head of Carpenter Department*



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1. Mr. S. J. Sutton, Principal.
2. Mr. Thomas Holley, Head of Drawing Department
3. Mr. H. B. Lane, Assistant Principal
4. Mr. C. L. Brewer, Head of Carpentry Department